CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework (CA CS Framework), and the Capacity-Building Strategies: A Developmental Rubric. To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the Overarching Values and operationalized through the *Capacity-Building Strategies: A Developmental Rubric.*

More information about these key concepts or community school components can be found at https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx and at https://www.acoe.org/Page/2461, including the CA CS Framework.

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed here, and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to Indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed here):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

A.L Conner Elementary School and Kings Canyon Unified School District (KCUSD) have collaboratively engaged in community schools planning efforts. At the start of this community schools planning process, KCUSD formalized a district-level Community Schools Steering Committee and school-level Community School Advisory Councils to spearhead community schools planning efforts, which have included meaningfully engaging with a broad range of key school community partners and partners through community schools surveys, focus groups, and communities of practice sessions. In addition to these community schools-specific engagements, A.L Conner and KCUSD have integrated community schools discussions into other school- and

district-level planning processes, including the district's LCAP educational partner engagement process, School Site Council meetings, and other engagements of school leaders and community partners. This intentional planning process has enabled A.L Conner and KCUSD to better understand community needs, assets, services gaps, and ways that each school could best use CCSPP Implementation Grant funding to benefit its school community. By January 2025, A.L Conner finalized its Needs and Assets Assessment and collaborated with KCUSD and other KCUSD schools to formalize a shared community schools vision statement: *To establish a district-wide network of community schools that leverages local partnerships and resources, braids multiple funding sources, and lays the groundwork for sustainable school transformation focused on improving the lives of KCUSD students, families, and community members*. To fulfill this vision, A.L Conner and KCUSD will collaboratively work to accomplish four CCSPP Implementation Project goals:

Goal 1: Establish a strong infrastructure for the delivery of high-quality integrated support services, including social-emotional learning, mental/behavioral health, and transitional services (*aligns with Pillar 1: Integrated student supports*).

Goal 2: Improve parent engagement, strengthen home-school connections, and build the capacity of parents and family members to effectively partner in supporting KCUSD students' academic, social emotional, and positive youth development (*aligns with Pillar 2: Family and community engagement*).

Goal 3: Expand and enhance professional learning and collaborative leadership to build the capacity of KCUSD teachers, staff, administrators, and community partners to implement the California Community Schools Framework with fidelity (*aligns with Pillar 3: Collaborative leadership and practices for educators and administrators*).

Goal 4: Enhance expanded learning programs to address the academic, youth enrichment, social emotional, and health and wellness needs of KCUSD students, especially those requiring targeted supports beyond the regular school day *(aligns with Pillar 4: Extended learning time and opportunities*).

These four project goals and corresponding strategies align with the Four Pillars, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices of the California Community Schools Framework and will advance all six KCUSD 2023–24 foundational LCAP goals: (1) All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential; (2) All students will demonstrate an increase in academic achievement in all core subject areas; (3) All English Learners will demonstrate progress towards attaining English language proficiency and increase the percentage attaining proficiency in ELA and Math; (4) All students will be provided with a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college and career goals; (5) All students will be provided with safe and nurturing learning environments that support their social, emotional, and academic success; and (6) All students will have the opportunity to increase academic achievement through the engagement of parents and families.

The Overarching Values of the California Community Schools Framework are central to A.L

Conner Elementary School's community schools initiative. Under the direction of the Community Schools Coordinator to be hired as part of the CCSPP Implementation Project, A.L Conner Elementary School's Community School Advisory Council will collaborate with the KCUSD Community Schools Steering Committee to integrate periodic review of the California Community Schools Framework into the evaluation and continuous quality improvement processes as well as the annual revisions of the Needs & Assets Assessment and Implementation Plan. In order to continually improve A.L Conner's CCSPP Project and ensure that the initiative increasingly values racially-just and relationship-centered spaces; shared power; classroom-community connections;and a focus on continuous improvement, A.L Conner and KCUSD will collaboratively engage in site-specific and district-wide evaluation, reflection, and continuous quality improvement. The CCSPP Project's evaluation plan will frequently monitor and assess fidelity of implementation through the use of tools such as S-TAC's Capacity-Building Strategies Developmental Rubric as well as other locally developed tools designed to measure the impacts of the CCSPP Project. As a result, A.L Conner and KCUSD will be able to define what works; ensure increasing community school alignment to the California Community Schools Framework; continually refine strategies, services, and structures; and leverage lessons learned to inform future community schools efforts that will benefit students of A.L Conner, families, and communities during and beyond the five year CCSPP Implementation Grant funding period.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

In order to build on A.L Conner's initial Needs and Assets Assessment and to continually identify emerging needs and assets, the A.L Conner Community School Advisory Council will collaborate with the KCUSD Community Schools Steering Committee to engage community school stakeholders and partners in an ongoing needs and assets assessment process that is racially, culturally, and linguistically equitable and appropriate. This meaningful engagement will include the strategies outlined below and culminate in the annual revision of A.L Conner Needs and Assets Assessment. As approximately 98% of students and families within A.L Conner's attendance area belong to one or more historically marginalized groups, large and equitable representation from marginalized groups will be prioritized, ensuring linguistically and culturally appropriate opportunities for full engagement in community schools planning and implementation by employing strategies such as translating all materials, providing simultaneous interpreters during community school events and activities, and hiring multilingual community school personnel and those with experience in community-based learning.

Data Analysis: A.L Conner's Community School Advisory Council and KCUSD's Community Schools Steering Committee will compile and analyze numerical metrics, which will include

evaluating standardized assessment results, attendance information, local school climate survey results, and similar resources that lend perspective on the scope or intensity of phenomenon that may warrant intervention. These efforts will include analysis of school and community data sources related to education, health, student/family characteristics, attendance, behavioral, health, and other domains.

Document Review: The Community Schools Advisory Council and Steering Committee will collaborate with A.L Conner Elementary School leaders and stakeholders to gather documentation and artifacts that demonstrate the school's strengths and improvement areas. This will include review of the School Accountability Report Card (SARC), School Plan for Student Achievement (SPSA), local school climate survey results, evaluation reports from projects related to one or more of the Four Pillars of Community Schools, and KCUSD Local Control and Accountability Plans.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	**Outcome/Indicators you aim to improve**
Priority 1: Establish a strong infrastructure for the delivery of high-quality integrated support services, including social-emotional learning, mental/behavioral health, and transitional services.	To determine success in achieving Priority 1, A.L Conner will compare baseline and actual annual outcomes, including (1) standardized test results (e.g., CAASPP, ELPAC) to determine increases in student academic achievement; (2) local school climate survey results to assess factors such as school climate, student engagement, and social-emotional development; and (3) multiple measures that assess student behavioral outcomes, such as rates of attendance, suspension, and chronic absenteeism.
Priority 2: Improve parent engagement, strengthen home-school connections, and build the capacity of parents and family members to effectively partner in supporting A.L Conner School students' academic, social-emotional, and positive youth development.	To determine success in achieving Priority 2, A.L Conner Elementary School will (1) conduct parent, family, and community member surveys and focus groups to obtain qualitative feedback regarding the perceived quality of community school services, access to needed community services, and improved home school-community engagement and (2) compare

Priority 3: Expand and enhance professional learning and collaborative leadership to build the capacity of school teachers, staff, administrators, and community partners to implement the California Community Schools Framework with fidelity.	To determine success in achieving Priority 3, A.L Conner will administer teacher/staff surveys to give educators the opportunity to provide qualitative feedback regarding the perceived quality of professional learning and improvements to the community school's collaborative leadership and shared

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Ensure all A.L Conner personnel understand and appreciate community-based learning theory and practice.	**1.** Provide opportunities for A.L Conner personnel to observe educators who are experienced in incorporating community-based learning into their classrooms. **2.** Convene professional learning communities to share best practices and strengthen community-based learning curriculum and pedagogy across all A.L Conner grade levels.
Ensure A.L Conner Elementary School policies, procedures, and programs are rooted in a community-based learning framework.	**1.** Formally review A.L Conner's policies, procedures, and programs to ensure alignment with community-based learning values. **2.** Refine policies, procedures, and programs to incorporate community-based learning values more fully into every aspect of the community school.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Engage with students, parents, families, school personnel, and community members throughout every stage of the community school initiative to ensure shared decision making and governance that lead to positive outcomes for A.L Conner students, families, schools, and communities.	**1.** Maintain a strong Community School Advisory Council that is composed of members who reflect the characteristics of A.L Conner students, families, and communities. **2.** Conduct district-level Community Schools Steering Committee meetings and site-level Community School Advisory Council meetings. **3.** Provide A.L Conner administrators, teachers, staff, and governing bodies with professional development designed to build local capacity to continually improve the community schools initiative. **4.** Intentionally integrate community schools information and discussions into school- and district-level stakeholder engagements. **5.** Ensure A.L Conner partners and stakeholders have a voice in the community schools initiative by creating opportunities for submitting feedback through surveys, focus groups, and other strategies. **6.** Annually update the A.L Conner Needs & Assets Assessment and Implementation Plan and ensure revision processes engage all community schools partners and stakeholders and consider the input of all interest-holders.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):

At the LEA level, Kings Canyon Unified has established a Community Schools Steering Committee to guide districtwide community schools development and implementation and to support stakeholder groups engaged in local community school planning. At the site level, A.L Conner has formed a local governing body (Community School Advisory Council) composed of site administrators, teachers, support staff, parents, and representatives from key community partners. The KCUSD Community Schools Steering Committee and A.L Conner Community School Advisory Council will meet at least quarterly to collaboratively review school and community needs assessment data, plan and refine services delivery, and engage in continuous quality improvement. This meaningful stakeholder engagement and collaboration within and between the school and district will ensure shared governance and shared responsibilities guide the process of school transformation at A.L Conner Elementary School.

The A.L Conner Community Schools Coordinator to be hired as part of the CCSPP Project will report to the School Principal and (1) serve as A.L Conner's site-level lead in implementing the CCSPP Project and overseeing overall implementation of community school processes, programs, partnerships, and strategies; (2) chair the site-level Community School Advisory Council and serve on the district-level Community Schools Steering Committee; (3) collaborate with other KCUSD Community School Coordinators to manage partnerships and communications across the community school partners and stakeholders of all six KCUSD community schools; (4) participate in community meetings to build relationships and collaboration with community organizations and to leverage all available services and resources that may benefit A.L Conner's students, families, and community members; (5) oversee site-level data management related to CCSPP Project goals and target performance measures; and (6) collaborate with A.L Conner and KCUSD leaders to assess the project's success and engage all stakeholders in ongoing project review and continuous quality improvement efforts.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Recruit, hire, and retain the school-level personnel required to ensure A.L Conner has the local capacity to implement the community schools initiative with fidelity, accomplish target goals and measurable outcomes, and sustain the CCSPP Project beyond the five-year funding period.	**1.** Develop job descriptions for each position to be hired as part of the community schools initiative. **2.** Strategically disseminate job postings to secure a diverse pool of multilingual applicants who reflect A.L Conner's community characteristics. **3.** Review applications, conduct interviews, and select the most qualified candidates, with preference given to Spanish-English bilingual candidates. **4.** Deliver training and support to all community schools personnel to ensure that they have the knowledge and skills required to fulfill their respective roles and responsibilities.
Recruit, hire, and retain the district-level personnel required to ensure KCUSD has the capacity needed to support A.L Conner Elementary School and all KCUSD community schools in implementing the community schools initiative with fidelity, accomplishing target goals and measurable outcomes, and sustaining the CCSPP Project beyond the five-year funding period.	**1.** Develop job descriptions for each position to be hired as part of the community schools initiative. **2.** Strategically disseminate job postings to secure a diverse pool of multilingual applicants who reflect KCUSD community characteristics. **3.** Review applications, conduct interviews, and select the most qualified candidates, with preference given to Spanish-English bilingual candidates. **4.** Deliver training and support to all community schools personnel to ensure that they have the knowledge and skills required to fulfill their respective roles and responsibilities.

Key Staff/Personnel

Community School Coordinator (2)	Each of the two full-time Community Schools Coordinators will split their time across two KCUSD community schools so that each KCUSD community school can benefit from the site-specific support of a 0.5 FTE Community School Coordinator. The Community School Coordinator will (1) serve as the site-level lead in implementing the CCSPP Project and overseeing overall implementation of community school processes, programs, partnerships, and strategies; (2) chair the site-level Community School Advisory Council and serve on the district-level Community Schools Leadership Team; (3) collaborate with other KCUSD Community School Coordinators to manage partnerships and communications across the community school partners and stakeholders of all six KCUSD community schools; (4) participate in community meetings to build relationships and collaboration with community organizations and to leverage all available services that benefit KCUSD students, families, and community members; (5) oversee site-level data management related to CCSPP Project goals; and (6) collaborate with KCUSD leaders to assess the project's success and engage all stakeholders in ongoing project review and continuous quality improvement efforts.
Integrated Student Support Coordinator	One full time integrated student support coordinator will split time across the 4 eligible schools sites to advance evidence based strategies/frameworks such as MTSS/PBIS, social and emotional learning, restorative justice and practices, and culturally responsive instruction. In addition, this position ensures that schools are proactive in ensuring the social, emotionally, and physical safety of students.
Classified Student Support Liaison (4)	The classified student support liaison will provide immediate behavior support for students with minor behavior infractions. This position will be trained in restorative practices to help students to build relationships with their peers, minimizing peer to peer conflict and promoting acceptance, strengthening the overall student climate on campus. In addition, the Student Support Liaison will support students in need of reflection and/or de-escalation prior to returning to the classroom.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

A.L Conner's Community School Advisory Council and KCUSD's Community Schools Steering Committee will engage in CCSPP Project evaluation using tools and recommendations provided by the S-TAC and CDE (e.g., Capacity Building Strategies Developmental Rubric, Whole Child and Family Supports Inventory, Needs & Assets Assessment annual revision, Implementation Plan annual revision). These efforts will improve A.L Conner's fidelity of CCSPP implementation, guide data-driven continuous quality improvement, and support the community schools initiative's long-term sustainability. The Community School Advisory Council and Steering Committee will convene at least quarterly to collaboratively review and discuss evaluation findings and determine the project's fidelity of implementation, outcomes, and impacts. During the final meeting of each year, this site and district governing body will engage stakeholders in determining project strengths and weaknesses and make improvement decisions to be implemented in the subsequent year. Rigorous community schools evaluation at both the school and district levels combined with ongoing collaborative reflection and continuous quality improvement will ensure that CCSPP investments result in school-wide transformations that benefit A.L Conner students, families, staff, and communities during and beyond the five-year CCSPP Project funding period.

In addition to using evaluation results to guide continuous improvement and fulfill CDE's reporting requirements, the Advisory Council and Steering Committee will document the successes of the community schools initiative and share findings with all community schools stakeholders. The CCSPP Project's evaluation reporting will provide insight to guide A.L Conner Elementary School and KCUSD leaders and stakeholders in understanding the long-term return on investment of the CCSPP Project, resulting from funds generated by CCSPP impacts, such as increased average daily attendance, decreased need for intensive interventions due to early identification and intervention, teacher retention, and other cost-saving school improvements. The Community School Advisory Council and Steering Committee will present these findings to district and school stakeholder groups well positioned to support ongoing community school efforts by leveraging local resources and integrating CCSPP Project strategies into KCUSD LCAP Goals, Actions, and Budgeted Expenditures. Further, the Community Schools Steering Committee and Advisory Council will work to prospect and secure new resources from diverse sources, such as private and corporate foundations, community partners, and Federal discretionary grant programs, in order to build a portfolio of diverse funding streams supporting the CCSPP Project and to effectively braid resources that benefit A.L Conner's community schools initiative and ensure the initiative's long-term sustainability.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Establish and maintain strong school community partnerships in order to effectively address the needs and services gaps identified through A.L Conner's annual Needs & Assets Assessment process.	**1.** Review and update the Community School Partnership Matrix at least semiannually. **2.** Ensure the majority of partners identified on the Partnership Matrix participate in community school planning meetings (e.g., Community School Steering Committee and Advisory Council meetings). **3.** Broadly share community school evaluation reports with all key community partners and stakeholders and meaningfully engage with all partners and stakeholders through cycles of continuous quality improvement.
Prospect and secure at least one new community-based partnership per year to leverage available community resources that benefit and sustain the community school initiative.	**1.** Identify any new partnerships that may benefit community schools efforts, including by encouraging all existing community school partners to leverage relationships from within their respective networks to support A.L Conner School in identifying and securing an increasing number of community partnerships. **2.** Meet with prospective community partners to discuss ways in which they may benefit A.L Conner's community schools initiative. **3.** Execute formal partnership agreements (e.g., MOUs, letters of agreement/commitment) with each new community partner. **4.** Add new partners to the A.L Conner Partnership Matrix.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

As part of the community schools planning process, Kings Canyon Unified School District's Community Schools Steering Committee collaborated with the A.L Conner Advisory Council to develop a Community Schools Partnership Matrix that identifies all major community partnerships and outlines the role and primary responsibilities of each partner in support of A.L Conner's community schools initiative. Throughout project implementation, KCUSD and A.L Conner will frequently update this Partnership Matrix to refine the commitments of each partner, braid school community resources, and add new partnerships that could strengthen the community schools initiative.

Organization	Key Community Schools Roles and Responsibilities
Community Youth Ministries	Provides expanded learning programs, substance abuse prevention, teen parent support, student supports, behavioral awareness, outdoor learning opportunities, and restorative justice programming.
Reedley College	Provides college and technical career certificates, parent workshops, and student and family engagement opportunities for students in grades 8-12.
Workforce Connection	Provides work-based opportunities for youth and adults, paid training/education and apprenticeship opportunities, and job search and placement assistance.
Education Leadership Foundation	Provides support services for AB540, migrant, newcomer, and multilingual learners and families.
Cal Fresh	Provides nutrition classes and support, healthy living, and diabetes prevention and intervention.
Central California Food Bank	Provides food pantry and food resources for families experiencing or at risk of experiencing food scarcity.
Adventist Health Clinic	Provides family support to access immunizations, health services, physicals, and other health-related services.
Lifehouse Valley Church	Provides direct support for families in need, such as those struggling with transitions or crises.
Redeemers Church	Provides basic needs support and job training.

St. Anthony's Church	Provides the St. Anthony's Food Center, which offers emergency food to families in need.
Mennonite Community Center	Provides global education, relief, immigration services, young adult programs, and transformative justice programming.
Orange Cove Police Department	Provides Restorative Justice collaborations and the Police Explorers Program
Reedley Police Department	Provides Restorative Justice collaboration, Police Explorers, and workshops for students and families on substance abuse, gang prevention, and other topics.
All 4 Youth	Provides behavioral health services to children and youth ages 0-22 years old who are experiencing difficulties that affect them at school and at home.
City of Orange Cove	Provides community school support by connecting students and families to recreational opportunities and community service projects.
City of Reedley	Provides parent education and connection to services via the Jefferson Parent Program, which serves Reedley families regardless of their children's school affiliation.
Boys & Girls Club	Provides expanded learning programming, recreational activities, homework help, and computer access.
United Health	Provides community outreach, information, access to services, and oversight of comprehensive medical facilities.
Fresno County Library	Provides a mobile library coordinator, access to library cards, and literacy resources.
Center for Community Transformation	Provides financial literacy and other upward mobility opportunities for KCUSD youth and community members.
Valley ROP	Provides oversight of technical and vocational education services for KCUSD students and adults via CTE courses, ELP, and Adult Education; provides extended and expanded learning opportunities and student support.
California Health Collaborative	Provides parent and community workshops to promote positive health, physical fitness, and nutrition education.

Cultiva La Salud	Provides family and parent education workshops focused on physical health and social-emotional wellbeing.

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